

Awakening the Author Within

This project allows students the opportunity to truly develop a story.

Curriculum

District of Columbia 5th grade English Language Arts Standards:

5.LD-Q.3. Make inferences and draw conclusions based on the ideas presented in an oral report

5.LD-Q.4. Ask questions that clarify information not already discussed

5.LD-O.7. Recite poems (four or more stanzas), sections of speeches, or dramatic soliloquies using clear diction, tempo, volume, and phrasing.

5.LT-F.4. Describe the relationships between major and minor characters; analyze how a character's traits influence that character's actions.

5.LT-F.5. Identify the plot and its components (e.g., main events, conflict, resolution).

5.LT-S.9. Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.

5.W-I.1. Make distinctions among fiction, nonfiction, and dramatic literature, and use these genres selectively to produce stories or scripts.

5.W-R.6. Revise writing to improve coherence and progression by adding, deleting, combining, and rearranging sentences.

5.M.2. Create presentations, including graphics, using computer technology.

Overview

Students worked through the writers' workshop model to develop and publish original mysteries. The students' works were published using materials from a Lintor Publishing Package, which allowed each student to have a hard leatherette copy of their story, and they shared their work at a community ice cream social event.

Objectives

Students will be able to meet an author from their community, hear about her career as an author, and get their questions about being authors answered from a professional author.

Students will be able to interact with an author and use both the author and teacher as resources when writing their own stories.

Students will be able to write an original book (a mystery story) using the writer's workshop procedure.

Students will be able to include imagery, sensory details, and figurative language in their personal writing.

Students will be able to publish their original works using computer technology.

Students will be able to share their original works with their school community through an ice cream social event.

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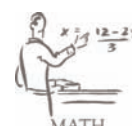
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

2

MONTHS

\$400

TOTAL BUDGET



THIS WINNING PROJECT IDEA WAS SUBMITTED BY:

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“Awakening the Author Within” project continued...

Materials

Lintor Publishing Package (hardcover leatherette book covers with binding paper and reinforcement strips, CD-Rom with book layout and cover label templates, book binding video and clipart library, license and instructional manual, heavy-duty stapler, and cover labels)

Ice cream social supplies (ice cream, toppings, bowls, spoons, napkins)

Readiness Activity

The students had an in-class visit from a local author (in our case, Charisse Carney-Nunes). The author read aloud from her published works and answered the students' questions. In addition, because we chose to write mysteries, the students prepared by working through "1 minute mysteries" as a class, watching a Scooby Doo episode, and reading 2 selections from our school-adopted curriculum anthology.

Strategies/Activities

Using a writer's workshop approach in conjunction with an author-in-residence, the students will become authors through this project. The students will work through a series of lessons that will culminate with an ice cream social community event (a platform to present their published authored works). To begin, the students will meet their local author-in-residence, who will share his/her original works by reading aloud to the students and answer student questions. To become familiar with the genre of mysteries, the students also work through "1 minute mysteries" as a class. Next the students read and view mysteries and brainstorm to develop their mystery and characters. This foundational work allows the students to continue on to the drafting stage of writers' workshop. Using the same structure, the students will work on editing their works in small groups and meet with the author and teacher for guidance during the next lessons. These lessons span multiple days as the students to continue to develop their stories and work at different paces. With the editing and revising stages of the process, the students used the computers to type their works. Using the Lintor publishing materials, the students worked to publish their newly written mysteries. With all of the works completed and published into hardcover books, the students shared their works at a community ice cream social event attended by the school community, families, and the author-in-residence.

Culminating Activity

The ice cream social event provided a wonderful culminating activity. Not only did the students and school community enjoy a tasty treat, but the students also got to share their newly bound written mysteries.

Evaluation

Students were evaluated using two different measures. First, their participation in the project from the beginning to the end will be tracked. Their progress towards publishing their book was charted on the wall so that everyone could reference where in the process they were. Students were required to complete each stage as well as read their work at the ice cream social. Second and more importantly, the students will be assessed using a rubric regarding their written mysteries (the completion of each of the five writing process stages, including their efforts related to editing, revising, grammar, structure, as well as the content of their original work).